DOCUMENT RESUME

ED 231 990 CE 036 423

AUTHOR Kaplan, Roberta
TITLE The Status of the NOICC/SOICC Network. September 30, 1982. NOICC Administrative Report No. 7.
INSTITUTION National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE May 83
NOTE 53p.; For related documents, see ED 220 667 and CE 036 422.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adolescents; Adults; Annual Reports; *Career Development; Career Education; Computer Oriented Programs; Educational Resources; *Information Dissemination; *Information Networks; Information Storage; *Information Systems; Information Utilization; Job Search Methods; *Labor Needs; Labor Supply; *Occupational Information; Program Implementation; Statewide Planning
IDENTIFIERS *Occupational Information System

ABSTRACT

In 1982, the National Occupational Information Coordinating Committee (NOICC) and its network of state counterparts, State Occupational Information Coordinating Committees (SOICCs), made significant progress in carrying out their legislative mandates despite funding contraints. Committees were operating in all states, each with a director or coordinator to oversee its daily activities. In the area of Occupational Information System (OIS) developments, NOICC produced major technical tools for improving the database of the OIS, such as the third edition of "Vocational Preparation and Occupations" and a technical guide, "Guide to Forming Units of Analysis." Work also began on a crosscode to match military occupations with their civilian equivalents, and NOICC funded two projects to help states produce estimates and projections of employment demands. In the area of information for program planning, some type of supply/demand analyses was made available or was near completion in 45 states, and efforts were expanded to help vocational educators to understand and use occupational information. Through various efforts in 1982, the network helped provide career information to thousands of persons, especially the young, and NOICC continued to support the development of statewide career information delivery systems (CIDS). In addition to involvement with CIDS and counselor training activities, state committees contributed to the publication of job search booklets, occupational briefs, and career information newspapers and magazines. Finally, during the year, the network continued its efforts to improve communication and coordination among producers and users of occupational information through activities such as the NOICC/SOICC Information Service. A comprehensive directory was published. (KC)

ED231990

The Status of the NOICC/SOICC Network

September 30, 1982

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CE 036 423

NOICC Administrative Report No. 7
May 1983

The National Occupational Information Coordinating Committee
2100 M Street, N.W., Suite 156, Washington, D.C. 20037

Foreword

This document is the fourth in a series of annual status reports on the National Occupational Information Coordinating Committee (NOICC) and its network of State Occupational Information Coordinating Committees (SOICCs). It addresses NOICC/SOICC accomplishments in Fiscal Year 1982 with respect to the three mandated areas:

1 - Occupational Information System Development and Implementation

2 - Improvement of Communication and Coordination

3 - Attention to the Labor Market Information Needs of Youth

To aid readers who are unfamiliar with the NOICC/SOICC Network, the report summarizes the role of the Network and some of the background of major national efforts underway in 1982 and related activities early in 1983.

Many examples of SOICC projects and products are noted in this report to illustrate the nature, scope and diversity of SOICC activities and accomplishments. Some represent successful efforts undertaken by a large number of States. Others reflect the innovation and creativity of State Committees in responding to unmet needs in their State, or in the Nation, with new research, products and services. To reduce State reporting burdens, NOICC extracted these examples from the NOICC/SOICC Directory and other NOICC and SOICC documents for use in this report.

NOICC/SOICC Network accomplishments during the past year were made possible by the support and direction provided by the NOICC/SOICC statutory members and their representatives, and the cooperation and participation of personnel in the organizations they represent, together with NOICC/SOICC staff. While we recognize these accomplishments, we also recognize that all States have not achieved the same level of sophistication in the development of their occupational information systems. Generally, however, more information, including the output of training programs by type of institution, is being made available by the States for use in planning and career decision-making than has heretofore been available.

Acknowledgments

This report was prepared for the National Occupational Information Coordinating Committee by Roberta Kaplan, in cooperation with the NOICC/SOICC Information Service.

NOICC acknowledges, in particular, Ms. Kathy Lee, Coordinator of the Information Service, for her assistance in providing materials and information for this report.

NOICC also acknowledges the individual contributions of State Occupational Information Coordinating Committees, who cooperated in reporting essential information on activities in their States.

NOICC staff members were especially cooperative and helpful in providing materials, expertise and guidance throughout the development of the report.

STATUS OF THE NOICC/SOICC NETWORK: DIRECTOR'S SUMMARY

In 1982, the National Occupational Information Coordinating Committee (NOICC) and its network of counterpart State Committees (SOICCs) made significant progress in carrying out their legislative mandates. Committees were operating in all of the States, each with a director or coordinator to oversee its day-to-day activities. NOICC made those activities a priority, allocating almost 88 percent of its 1982 funding to the SOICCs.

OCCUPATIONAL INFORMATION SYSTEM (OIS) DEVELOPMENTS

Working with State Committees and Federal agencies, NOICC produced major technical tools for improving the data base of the Occupational Information System. The Third Edition of Vocational Preparation and Occupations (VPO) was completed. It is a crosscode for States to use in preparing information on the demand for skilled labor in relation to the supply of trained workers in an occupation. It also can be used in planning and evaluating vocational programs, developing curriculum and reporting data.

Information on occupational supply and demand and the relationship between them is important in assessing employment and training opportunities. It is also among the most complex to collect and analyze, especially in a dynamic and changing workplace. To help States improve the accuracy and usefulness of supply/demand information, NOICC produced a technical Guide to Forming Units of Analysis. It provides specific instructions and special materials for using the VPO to relate the data.

Work also began on a crosscode to match military occupations with their civilian equivalents. It will be used to prepare career counseling tools with information on military career and training opportunities. Funded by the Department of Defense, the project is the result of a two-year cooperative effort by NOICC, its member agencies, and the Defense Department. Resource groups working with the project include a variety of experts in career information and guidance at State and national levels.

NOICC funded two projects to help States produce estimates and projections of employment demand. In one, the Utah SOICC developed an exportable computer system for generating estimates for substate areas. The Iowa Committee is developing tools and methods States can use to produce data on employment in agriculture and agribusiness.

Many SOICCs helped maintain or improve the production of demand data in their State. Others supported efforts to eliminate gaps in coverage of labor supply from training programs. A sizable number of Committees have improved the OIS data base by producing statewide directories of licensed occupations, apprenticeships, and/or training facilities and programs. Several SOICCs have extended the OIS to serve

economic development needs. Thus, while inadequacies still exist in the OIS data base, many have been overcome or are being addressed through the efforts of NOICC, SOICCs and their member agencies.

INFORMATION FOR PROGRAM PLANNING

Information analyzing labor supply and demand has many uses, but it is particularly relevant in planning programs that lead to employment. Recognizing this, NOICC has supported numerous efforts to help States provide useful information to vocational program planners. While progress has not been uniform across all of the States, there have been significant improvements in the preparation and presentation of the data.

In 1982, SOICC reports indicated that some type of supply/demand analysis was available or near completion in approximately 45 States. Virtually all States are producing data on current and projected occupational employment for State and/or substate areas. Some information on supply is available in most of the States.

Supply/demand analyses usually are produced manually and issued as reports. A growing number of States, however, are moving to automated delivery systems. In 1982, NOICC launched a major effort to help more States implement comprehensive, computerized systems for program planners. Under a NOICC contract with the National Governors' Association, eight States received technical assistance in adopting successful models from other States.

Because of high interest in Maine's system, NOICC funded the development of special materials and modifications to make it more flexible and adaptable for use elsewhere. States were invited to a special conference to learn how the Maine system works. More than 70 participants from 10 States attended.

During 1982, NOICC and the Office of Vocational and Adult Education (OVAE) expanded their efforts to help vocational educators understand and use occupational information. New materials were produced and presented at three regional conferences on State Vocational Planning and four special workshops for senior managers and staff in OVAE. In response to requests from SOICCs, NOICC developed similar materials and training for State education and employment agency staff. Sessions have been held in five States, and more are scheduled in 1983.

Like NOICC, State Committees made special efforts to help program planners use occupational information. At least 20 SOICCs played a role in training recipients of State supply/demand analyses. Several Committees conducted new research or developed innovative services to aid vocational education and job training staff. Michigan SOICC, for example, funded a study on the robotics industry that has captured national headlines.

INFORMATION FOR CAREER DECISION-MAKING

Through various efforts in 1982, the Network helped provide career information to thousands of individuals, especially the young. NOICC continued to support the development of Statewide career information delivery systems (CIDS). It provided incentive grants for new systems in six States and supplemental funds for existing systems in nine others. By the end of the year, State CIDS were serving nearly 10,000 institutional sites in 38 States. While the majority of the sites were in secondary schools, the systems were serving a diverse group of users, including displaced workers and other long-term unemployed.

NOICC and the Departments of Labor and Defense co-sponsored a second year of the Improve Career Decision Making Project. It provided inservice training for some 2,000 counselors in the use of career and labor market information. Eighteen States received grants to conduct the training, and five more did so without grants. The success of the project prompted two new efforts for 1983, one focused on preservice counselor education and the other on materials for vocational rehabilitation counselors.

Materials developed under a grant to the New York SOICC will help teachers build fundamental concepts about the world of work into their classroom instruction. The project, which is funded by the Division of Career Education and NOICC, is a joint effort of NOICC and the Departments of Education, Labor and Defense.

In addition to involvement with CIDS and counselor training activities, State Committees contributed to the publication of job search booklets, occupational briefs and career information newspapers and magazines. Many SOICCs supported the operation of statewide career fairs, resource centers and hotlines. At least a dozen States have produced tabloids with State-specific career and training information, many with help from SOICCs.

IMPROVING COMMUNICATION AND COORDINATION

In 1982, the Network continued its efforts to improve communication and coordination among producers and users of occupational information. Nearly every accomplishment noted here depended on cooperation or support from member agencies and other groups.

To encourage the exchange of technical information and expertise within the Network, NOICC continued to fund the NOICC/SOICC Information Service. During 1982, Information Service staff worked with NOICC to establish a single data bank with standard information on SOICC activities. Among the results is a comprehensive directory of information on every SOICC.

At the State level, 49 Committees offered occupational information clearinghouse services in 1982; 35 SOICCs published newsletters for data producers and users. Most States also ran seminars or workshops to increase awareness and avoid duplication in the development of occupational information.

Several State Committees developed new services to improve communication. The South Carolina OIS, for example, now offers an economic newsline on its computer terminals. Information is updated monthly by the Employment Security Commission. An education newsline, written by the State Department of Education, is sent by electronic mail to local school districts.

Although funds and staff were reduced throughout the Network in 1982, the Committees reached many of their goals. Others could not be addressed. In some instances, State legislatures, other State and Federal agencies and private sector organizations contributed funds or in-kind services to support programs and new initiatives. SOICCs and member agencies shared ideas and expertise to help each other and NOICC move ahead with their work.

The program to build an improved data base and efficient information delivery systems for program planning and career decision-making is an evolving one. There are still numerous problems to be addressed, including those associated with computer hardware and software, methodological gaps, the timely development of basic occupational demand data, and data gaps, particularly in the area of occupational supply. Furthermore, major issues remain concerning the use and interpretation of occupational supply/demand information. Communication and coordination among agencies that are members of the Committees and between the Committees and other agencies also must be improved.

These problems notwithstanding, the NOICC/SOICC Network has made significant progress in providing useful information to planners and administrators of training programs and to youth and others making career decisions. This report reflects that progress and a year of accomplishment toward common goals despite recognized constraints.

-- RUSSELL B. FLANDERS
Executive Director

Table of Contents

Foreword i

Acknowledgments ii

Status of the NOICC/SOICC Network: Director's Summary iii

1 The NOICC/SOICC Network 1

2 The Occupational Information System: A Better Data Base 5

3 Information for Program Planning: Progress in 1982 11

4 Meeting the Needs of Youth: Career Information Delivery 17

5 Improving Communication and Coordination: Some Highlights 23

6 Sources of Funding 27

Summing Up 31

Appendices

A. Members of NOICC's Technical Steering Group and Staff 33

B. State Occupational Information Coordinating Committees 35

C. Publications Produced by NOICC and Resources Sponsored by NOICC 37

D. Legislative Creation and Structure of NOICC 39

E. NOICC Organization and Operating Arrangements 41

F. Creation and Structure of SOICCs 43

G. NOICC Program Policies 45

List of Tables and Figures

Figure 1	Statewide Career Information Delivery Systems	16
Table A	NOICC-Funded Career Information Delivery Systems	19
Table B	States Conducting Inservice ICDM Training in 1982	20
Table C	Sources of Funding for NOICC	27
Table D	NOICC Expenditures	29

1

THE NOICC/SOICC NETWORK: ITS ROLE

KEEPING PACE WITH A CHANGING WORKPLACE REQUIRES INFORMATION

Rapid and radical changes in the workplaces of America have increased the need for reliable information about where the jobs are, how many workers are equipped to do them, what skills and education they require, and who provides training for them. Such information can help:

- administrators and planners in vocational education and training who want their programs to keep pace with current requirements of the labor market and also meet the educational and career needs of students and trainees
- curriculum developers and instructors who want to know that the skills being taught will be needed on the job
- placement officers, job developers and counselors who help individuals prepare for careers or find jobs suited to their skills and interests
- managers in business and industry who are responsible for company planning, development or relocation
- military personnel concerned with recruiting, training and maintaining a competent national defense force
- government officials who are responsible for policies and programs in education, employment and training, economic development and national defense
- individuals who are exploring career alternatives or looking for a job

Sound decisions -- whether personal or public in scope -- depend on solid information. Helping people get the occupational information they need is what the NOICC/SOICC Network is about.

COMMITTEES SERVE
SPECIFIC NEEDS

A variety of Federal, State and local agencies collect information about the world of work. Some gather data on the demand for workers or the supply of trained labor in an occupation. Others develop information about job duties, working conditions or qualifications for employment. Individually, each resource helps fill a need for occupational information. But combining or comparing data from multiple sources is difficult and confusing. When information is compiled from data collected for different purposes and coded under different classification systems, there may be duplication, gaps or inconsistencies that affect its usefulness or reliability.

The need for closer coordination of ongoing data collection programs has become more acute as the demand for timely and accurate occupational information has grown. In response, Congress established a National Occupational Information Coordinating Committee (NOICC) and its State counterpart committees (SOICCs). They are intergovernmental committees, representing Federal or State agencies responsible for vocational education, employment and training, vocational rehabilitation, and labor or education statistics. More recently, agencies concerned with national defense, commerce and economic development have become participants.

In keeping with their Congressional mandates, the Committees have developed standards and procedures for integrating available data into a comprehensive occupational information system (OIS). The system, as originally conceived in NOICC's Framework for Developing an Occupational Information System, is built upon a common data base, organized into four components:

1 - DEMAND: the number of current and projected job openings in an occupation

2 - SUPPLY: the number of trained workers available for employment in an occupation

3 - CHARACTERISTICS: job duties, wages, working conditions, physical demands, training and licensure requirements, and similar information about specific occupations

4 - COMPLEMENTARY INFORMATION: economic and demographic conditions and trends, available education and training programs, and sources of financial aid

Data from the OIS is used to prepare information tailored to the needs of two major groups designated in the legislation: planners and administrators of vocational education and job training programs,

and career counselors and individuals, especially youths, making career decisions. A growing number of States also prepare information for use in economic development, human resources management and industrial planning.

Designing a workable occupational information system has required different roles at the national and State level. In general, NOICC established the concept and national guidelines for the OIS and is providing technical and financial assistance to States in implementing the system. As part of its basic policy, NOICC stipulated that it would not be a primary data collection program. The Committee also adopted certain existing programs, concepts and classification systems as standards for use in the OIS.

Implementation of the system is at the State level, enabling local users and producers of data to help design and develop information and delivery modes appropriate to their State. This arrangement allows information to be geared to the specific needs of users at State and local levels, where most planning decisions are made, while providing guidance and assistance at the national level.

INTERAGENCY STRUCTURE IMPROVES COMMUNICATION, COOPERATION AND INFORMATION

One unique and critical feature of the NOICC/SOICC Network is its interagency structure.* Representatives of diverse agencies, each with its own major program responsibilities, are brought together to focus on a common goal -- the development and use of occupational information.

As the legislation intended, increasing communication and encouraging coordination has benefited both producers and users of the data. They have become more aware of one another's programs and services, requirements and needs. As a result, member agencies have been able to avoid duplication of effort. They have identified opportunities for sharing resources and cooperating on projects of mutual interest. This, in turn, has led to improvements in the quality, quantity and accessibility of occupational information. It also has led to greater understanding of the information and of its usefulness in the planning and management of public programs, private enterprise and personal careers.

---

* Specific information on the legislation establishing NOICC, its mandates and structure is contained in Appendix D. NOICC organization and operating arrangements are described in Appendix E. The creation and structure of State Committees is in Appendix F. NOICC's program policies are set forth in Appendix G.

THE NOICC/SOICC NETWORK: INITIATIVES & ACCOMPLISHMENTS, 1982

" . . . The mission of NOICC -- which in our judgment is being carried out with astonishing success -- is to help establish a reliable occupational information system operative in every State . . . Despite the many problems of getting quite separate bureaucracies to work together at both State and Federal levels, [the Committee arrangement] is working, and in an increasingly effective manner."

-- Congressman Carl D. Perkins, Chairman, and Congressman John M. Ashbrook, Ranking Minority Member, Committee on Education and Labor, U.S. House of Representatives, January 20, 1982

In 1982, the NOICC/SOICC Network made significant progress toward accomplishing its three major mandates. State Coordinating Committees were operating in all of the States, each with a director or coordinator to oversee the day-to-day activities of the Committee. NOICC made those activities a priority, allocating almost 88 percent of its funding for 1982 to the SOICCs. Sources and allocation of NOICC funds are discussed in Part 6 of this report.

Through cooperative efforts with State Committees and Federal agencies, NOICC provided major technical assistance in improving the data base for the Occupational Information System. Highlights of National and State Committee efforts in this area are presented in Part 2.

NOICC fostered the implementation of computerized delivery systems for program planning and career decision-making in the States. Both National and State Committees participated in a variety of other activities to increase the use of occupational information by practitioners in vocational education, job training, career guidance and education. Some of these activities are described in Parts 3 and 4 of the report.

In all of their efforts, NOICC and the SOICCs continued to encourage communication and coordination among members of the Network, through seminars, workshops and a number of special services and publications. Some are noted in Part 5.

What the Network has accomplished in 1982, as in the past, depended upon cooperation and support from many individuals and organizations working at national, State and local levels. Their contributions in time, talent and funding made it possible for the Network to reach many of its goals, and work is proceeding on others, as reported in the following pages.

2

THE OCCUPATIONAL INFORMATION SYSTEM: A BETTER DATA BASE

NOICC PROVIDED BASIC TOOLS TO HELP STATES IMPROVE OIS DATA BASE

While there is a wealth of data on employment, education and occupations available from national and State agencies, it is collected for different purposes and coded under different classification systems. To integrate data from existing sources into a comprehensive information base, NOICC and members of the Network have developed special resources and crosscoding tools (called crosswalks). In 1982, several major technical aids were produced or under development. They provide uniform standards and procedures for improving the quality and quantity of information in the occupational information system.

NEW CROSSWALK HAS KEYS TO NATIONAL DATA BANKS

A new edition of the master crosswalk, Vocational Preparation and Occupations (VPO), was completed. It is a standard resource for identifying occupations in which vocational program participants may find employment. It also is used to identify programs that offer training for a specific occupation, or to find equivalent occupations classified under different coding systems. This makes it especially useful in preparing information to compare employment demand with labor supply in an occupation. The VPO also can be used in program planning and evaluation, curriculum development, and classification of vocational programs for reporting data.

A crosscoding document and computer tape, the new Third Edition of the VPO defines the relationships among five major classification systems used by Federal and State agencies for collecting data on education and occupations. It is the first crosswalk to include vocational program codes from the Department of Education's new Classification of Instructional Programs (CIP). The CIP will be the standard taxonomy used in reporting program data. Through the assistance it offers in classifying programs using CIP codes and titles, the VPO reflects NOICC's support for the adoption of a single Federal education taxonomy.

Producing the Third Edition required extensive participation by Federal and State education and labor agency staff and national leaders in vocational education. The publication is being introduced at four major regional training conferences co-sponsored by NOICC, the Office of Adult and Vocational Education and the National Center for Education Statistics during 1983.

MILITARY SPECIALTIES MATCHED
TO CIVILIAN JOBS, TRAINING

For two years, NOICC and the Department of Defense have co-chaired an intergovernmental group exploring possible efforts in the area of occupational and career information. Several projects have been funded as a result of the efforts of the Interagency Ad Hoc Military/Civilian Occupational Information Task Force. The major effort is the Military-Civilian Occupational Crosscode Project. It has two primary objectives: 1) to relate, or crosscode, military occupations to their equivalent civilian occupations, as defined by the Department of Labor's Dictionary of Occupational Titles, and 2) to develop career counseling tools displaying occupational and training information.

The crosscoding will cover all officer and enlisted occupations in the military services by occupation. It will include summaries about military training as well as special items, such as civilian education required, physical demands and gender restrictions. The result will be a master computer tape, expected to be available in the summer of 1983.

The Crosscode Project will result in two career counseling tools. One will be a computer tape containing information on military occupational and training opportunities. The material will be written in a format suitable for incorporation into civilian career information delivery systems. The second will be a guide to military careers designed for use by both the civilian counselor and the military recruiter.

The Department of Defense is funding the project. It is being conducted with assistance from an Interagency Resource Group that includes representatives from each NOICC member agency, NOICC staff, the Defense Department, SOICCs, career information delivery system directors, school counselors and directors of guidance programs at the secondary school level, counselor educators and the President of the American Personnel and Guidance Association.

GUIDE EXPLAINS GROUP PROCESS
TO IMPROVE SUPPLY/DEMAND RELATIONSHIPS

The concept and national guidelines for the OIS are set forth in NOICC's Occupational Information System Handbook, a procedural guide and technical reference published in 1981. It was the first document to present specific methods for assembling and analyzing information on employment demand in relation to the supply of trained workers in an occupation. Since its publication, NOICC has funded further research to help States prepare information that provides greater understanding of how many jobs are available in an occupation and how many people are prepared to to fill them. Given the dynamics of the workplace, this is not an easy task.

In 1982, a technical review of existing reports and systems that provide supply and demand information for program planners was completed. The review, which focused on the methods used to prepare and present the

data indicated that a number of States had made notable progress in developing or refining their information systems. Many were including more sources of data on the number of people being trained in educational institutions or job training programs than in previous years. More were able to provide supply and demand data for local planning districts, counties or other substate areas. However, the review also found a general need for specific technical assistance with procedures that would improve the accuracy and usefulness of supply/demand information, especially for planning.

When supply/demand data is to be used for assessing potential employment and training needs, NOICC advocates presenting the data for groups of one or more closely related training programs and occupations. One reason for this is that many vocational programs offer preparation for more than one occupation. Thus, if planners want to assess the employment prospects for students completing a particular program, they need to look at data for all the occupations in which those students are likely to find jobs. By the same token, more than one program may offer training for a single occupation. Hence, planners also need to consider how many people are being trained in other programs to enter the available jobs.

To help States group related programs and occupations appropriately for analyzing supply and demand data, NOICC produced a step-by-step Guide to Forming Units of Analysis. It provides specific guidance and materials for grouping CIP programs with occupations from the Occupational Employment Statistics matrix, a principal source of demand data. The Guide makes it possible for all States to use the new VPO as the standard resource in preparing supply/demand information to suit State and local situations.

IOWA METHODS, TOOLS WILL INCREASE PRODUCTION OF AGRICULTURE, AGRIBUSINESS DATA

Since 1980, NOICC has funded activities aimed at obtaining information that accurately defines agricultural employment opportunities and training needs in the States. One problem has been that the major source of data on employment demand (the OES program) does not collect information on the agricultural sector. To address this problem, NOICC granted funds to the Iowa SOICC to design and field test an occupational employment survey in agriculture. The survey is based on recommendations arising from an earlier NOICC study on issues in collecting occupational employment data for agriculture.

The Iowa project also includes further research to identify OES occupations that require agricultural competencies and to develop national estimates and methods of producing State projections of employment in them. The final product will be a comprehensive guide for State Committees and research staffs. It will include all of the information, procedures and tools required for collecting, analyzing and producing occupational employment estimates and projections in agribusiness.

UTAH WILL AID STATES WITH SUBSTATE ESTIMATES

Recognizing the importance of data for local planning, NOICC supported efforts to help States produce information on the employment outlook for occupations in substate areas. Under a grant from NOICC, the Utah SOICC developed an exportable computer system for generating estimates of occupational employment for substate areas. The estimating method it employs was developed by the New Jersey Department of Labor and Industry, using related research in Texas, Colorado, Oregon and Utah. Called OASIS, the system is used to produce substate estimates from statewide Occupational Employment Statistics (OES) survey data files. The data may then be used to develop information on current and projected employment by occupation for substate areas.

STATES ENHANCE INFORMATION BASE TO MEET GROWING NEEDS

At the State level, SOICCs are working with member agencies to eliminate gaps or weaknesses and to enhance the quality of the OIS data base. Many have been instrumental in helping their State initiate or maintain production of occupational employment data under the OES program. In their 1983 annual plans, for example, 26 SOICCs reported activities beyond routine coordination with the OES program, among them: financial support for OES activities in Arkansas, Montana, Oklahoma, Pennsylvania, Nebraska and several other States; completion of the first OES projections matrix using a Hawaii crosswalk, and an OES data base development project in Connecticut for research related to defense mobilization.

In other cases, SOICCs have succeeded in obtaining more comprehensive data on the number of people completing institutional training programs. By 1982, most States had data on completers of vocational and higher education and CETA programs. Many were adding information on proprietary schools through participation in the National Center for Education Statistics' 1982 survey of non-collegiate postsecondary schools.

Collectively, SOICCs listed 19 different sources from which supply data was collected in 1982, as compared with nine sources mentioned in 1979. In Ohio, for example, SOICC obtains annual enrollment and completion data from State licensing boards for cosmetology and barbering, the State Board of Nursing Education and Nurse Registration, the City of Columbus fireman's training program and the State Police Academy.

At least 17 States also were using follow-up data on former program participants in estimating supply. Some States, for example, use data on the previous year's graduates in estimating how many enrollees are likely to enter military service, continue their education or be unavailable for placement in civilian jobs after completing a vocational program. Estimates of actual and potential labor supply are then adjusted to cover only those individuals who will be available for employment when they leave school or a training program.

STATEWIDE PUBLICATIONS COMPLEMENT BASIC DATA

SOICCs also report their States have made substantial progress in expanding or updating coverage of occupational characteristics and complementary information for the OIS. Efforts of 51 Committees have led to the publication of statewide directories of occupational information resources, training facilities and programs, apprenticeships, licensed occupations and/or private schools.

In 1982, for example, Indiana and Massachusetts produced new labor market information sourcebooks. Iowa, Louisiana, New Hampshire, and Rhode Island developed new or updated information on licensed occupations, and the Virgin Islands Committee was planning to do so in 1983. Connecticut compiled information for a new job developers file, and the Northern Mariana Islands produced companion publications on occupations in the private sector and personal/public service occupations.

SOICCS RESPOND TO SPECIAL NEEDS

Several State Committees have been involved in enhancing the capacity of their OIS to respond to special information needs in the State. Among them, the Ohio SOICC has prepared background data and analysis for corporate marketing plans and affirmative action plans. They also have developed both firm- and industry-specific projections of labor requirements and potential supply.

Maine added an economic development component to its OIS; five of the seven files were on-line in 1982. Toward the end of the year, Colorado's Governor requested monthly and quarterly reports on manpower conditions in the State. A set of reports was developed and reporting is occurring.

Rhode Island SOICC provided funds for the Employment Security research unit to produce a series of Rhode Island Industry Maps. They show total employment by area, manufacturing by geographic area, transportation and utilities, trade, finance, service and miscellaneous industries.

Preparing information for use in planning and career decision-making is a complex and difficult job. While many inadequacies in the data base have been overcome, others must be addressed. The quality and quantity of information still varies among the States. Nonetheless, efforts of State and National Committees and member agencies have led to substantial improvements, and more information is available than in previous years.

3

INFORMATION FOR PROGRAM PLANNING: PROGRESS IN 1982

NETWORK REPORTS MORE DATA, BETTER DELIVERY FOR PLANNERS

To design programs that keep pace with the labor market, vocational education and job training administrators need current and reliable occupational information. Ready access to such information can be useful in deciding whether to offer a vocational program in a particular community or institution, in assessing the employment prospects for program participants, in developing appropriate curriculum, and in monitoring program performance.

Providing information for use in State and local planning has been a priority of the NOICC/SOICC Network. Over the past two years, both the National and State Committees have contributed significantly to the progress States have made in preparing more comprehensive information and in developing effective delivery systems. Some States already have developed relatively sophisticated systems and are enabling others to build on their experience. Despite the complexities of the task and the resources available, a majority of the States have made improvements in serving the needs of vocational program planners and administrators.

STATES SUPPLY KEY INFORMATION ON LABOR MARKET

Probably the most important information prepared specifically for planning purposes is the analysis of data on employment demand in relation to the supply of trained workers in an occupation. State supply/demand analyses provide planners with data on the number of individuals completing institutional training programs and on current and anticipated employment in the occupations related to the training. Many include information on occupational characteristics, such as wages, working conditions and training requirements. Factors like these need to be considered in interpreting supply/demand relationships and are helpful in other aspects of program planning.

In 1982, the NOICC/SOICC Information Service reported to NOICC on the status of occupational supply and demand information. That report and subsequent information from State Committees indicate that some type of product with a supply/demand analysis was available or near completion in approximately 45 States in 1982. Four more had made substantial progress in developing one, with a product likely in 1983.

Although not all States have prepared a supply/demand analysis, some information is available in nearly every State. Virtually all States are producing data on current occupational employment and projections of employment demand for State and or substate areas. Information on occupational supply is available in most of the States.

As a rule, several agencies contribute data for the supply/demand product or assist with its development in other ways. The basic source of data on current and projected employment demand is the State Employment Security Agency (SESA). The SESA usually does a major portion of the technical and analytical work, if not the whole product, as well.

Supply data comes from the reporting systems of several agencies, among them vocational education, CETA, vocational rehabilitation, higher education and private postsecondary schools. These and other agencies may also participate in the design and dissemination of the product. In 1982, for example, other participants included Private Industry Councils; Job Corps; State departments of labor, commerce, economic development and planning; apprenticeship bureaus, and Chambers of Commerce.

The SOICC usually serves in a coordinating role, assisting in various ways with production, dissemination and training.

DIVERSE GROUPS GET SUPPLY/DEMAND PRODUCTS, TRAINING

In most States, supply/demand products are reports, issued on a regular schedule. The information is provided routinely, often with training, to vocational education planners, CETA prime sponsors and other key users. In 1982, products were provided in at least 20 States to the following agencies or groups. Those with an asterisk * also received training in a large number of States.

* Vocational Education
* CETA Prime Sponsors
* Economic Development
* School Guidance Counselors
* Vocational Rehabilitation Counselors
* Private Industry/PICs
* Employment Service Counselors
Career Information Delivery Systems
Labor Organizations

Products were provided to the following groups, among others, in some States. Those marked with an asterisk * also received training or technical assistance in the use of the data.

Armed Forces
Correctional Institutions
State Planning Offices
Veterans Administration
* Higher Education
Private Schools
* Departments of Commerce
* Boards of Regents
Career Centers
* Chambers of Commerce
State Libraries
University/College Classes
* Local Labor Market Economists
* Manpower Planners

WITH NOICC SUPPORT,
STATES IMPORT
AUTOMATED SYSTEMS

By the end of 1981, two major types of delivery systems for program planners had emerged--manual and computer-based. A majority of States were using the former to prepare reports with supply and demand information in a format useful for planners.

Among States with computer-based delivery modes, three types had been developed. Alabama, Missouri and Oregon were using computerized systems for producing publications tailored to planners' needs. North Carolina had implemented a batch system, which generates individual printouts of information users have requested. Both Maine and Alaska were operating interactive systems that provide specific information via computer terminals in response to a series of user questions.

Several other States also were implementing automated systems. Among them, Illinois and Montana were adapting the Missouri model, Arkansas was using Maine as a prototype, and Delaware was developing an interactive system.

To help more States implement comprehensive, computerized systems by importing successful models, NOICC launched a major OIS implementation project in FY 1982. Eight States received $8,000 each in technical assistance, provided through the National Governors' Association (NGA) under a contract from NOICC. Recipients of the competitive awards were:

Florida	Kansas
Georgia	Mississippi
Idaho	Utah
Iowa	Washington

The States could adopt any one of the systems already in operation. To help them choose one suited to their particular State, NOICC provided descriptive materials on several systems. Two of the eight States, Iowa and Washington, decided to adopt the Missouri OIS. Idaho selected the Alaska model. The five remaining States are adopting the Maine system.

Because of widespread interest in the Maine OIS, NOICC funded the development of a special "Information Preparation Guide" for the system. It provides detailed descriptions of the data files and instructions for preparing them. The Maine system also was modified to make it more adaptable to other States and to enhance its flexibility by incorporating units of analysis.

In the fall of 1982, Maine SOICC, NGA and NOICC sponsored an OIS training conference for State representatives interested in the Maine OIS. More than 70 participants from 10 States gathered in Portland to learn how the system works and share the experience of other States who are

adopting it. States' response to the conference and increasing requests for further aid in delivering information for program planning prompted NOICC to extend its OIS implementation efforts through 1983. A national OIS technical conference was held in Missouri, and additional States will receive assistance through NGA in implementing existing systems.

To enable State and local planners to make good use of an occupational information system, a new publication also is being prepared under the NGA OIS implementation contract. It will provide a basic resource and reference for planners in vocational education and job training programs. Designed to accompany OIS user training, the text will discuss fundamental labor market concepts, data sources and sample cases illustrating the use of information in program planning. Distribution is scheduled for the summer of 1983.

NOICC, VOC ED DESIGN
MATERIALS, TRAINING
ON USE OF OIS DATA

During FY 1982, NOICC and the Office of Vocational and Adult Education's Division of State Vocational Programs expanded their cooperative efforts to help vocational educators understand and use occupational information. New materials were produced, illustrating the use of data in State and local planning. They were presented at the Division's three regional conferences, attended by more than 200 participants from 53 States and territories.

Following the conferences, NOICC and Division staff revised the materials for use in four special workshops for senior managers and staff in the Office of Vocational and Adult Education. NOICC later featured the training and materials in its annual spring symposium for Federal agency staff.

Prompted by SOICC requests for similar training, especially in grouping programs and occupations for supply/demand analysis, NOICC prepared a prototype OIS Development Training Package. Built on the earlier demonstrations, the package included instructional materials for a two-day workshop on 1) how to put occupational information together to make it useful for program planning, and 2) how to use the data in planning and administering vocational programs.

Arkansas and Mississippi invited NOICC to try out the new materials in pilot workshops for State vocational education, employment research and job training staff in the summer of 1982. Several other SOICCs asked NOICC staff to conduct training sessions in the fall. Subsequent workshops have been held in North Carolina, North Dakota and Oklahoma, and others are scheduled later in 1983.

STATE COMMITTEES HEED
PLANNERS' NEEDS

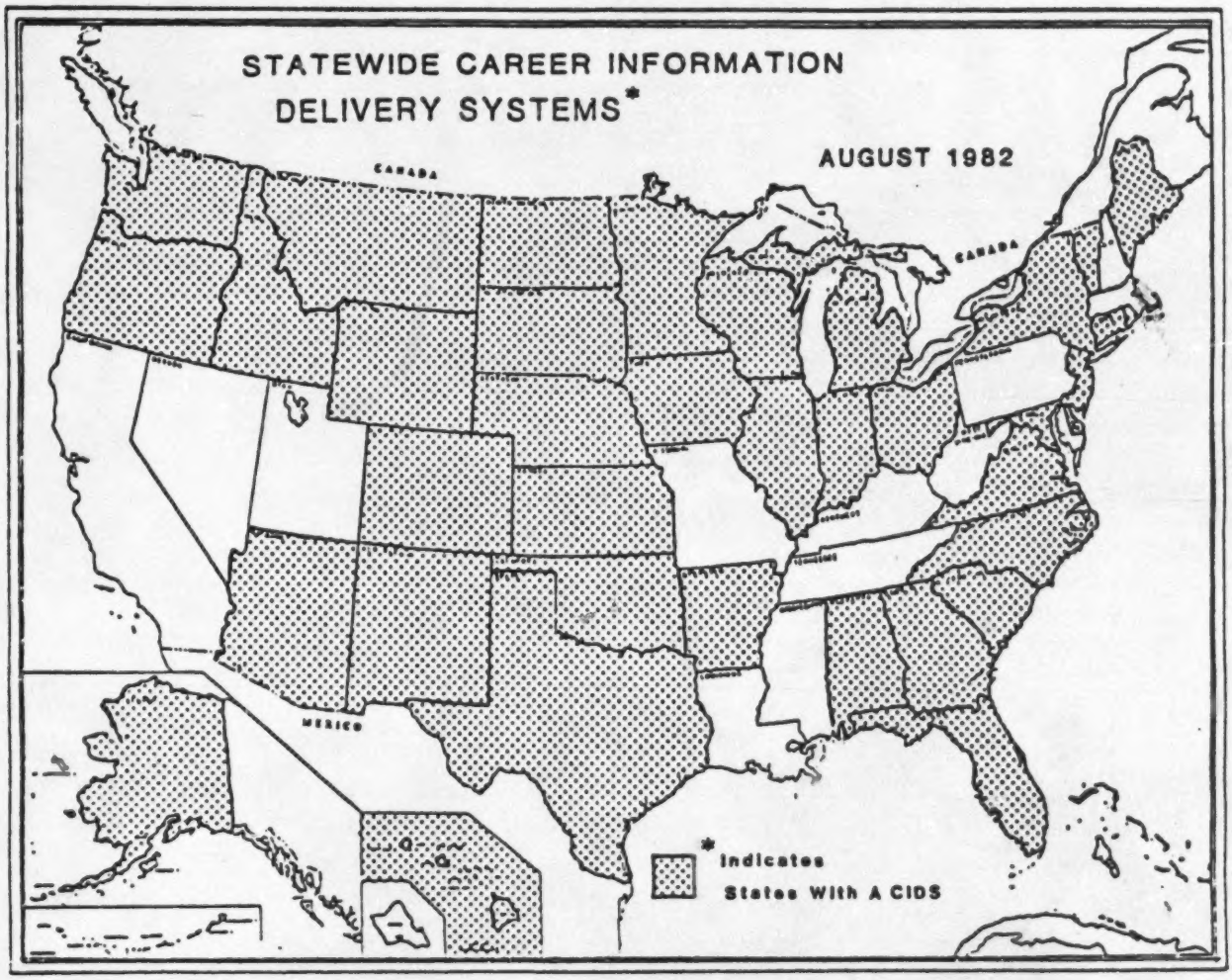
Like NOICC, State Committees have made special efforts to help program planners use occupational information. At least 20 SOICCs played a role in training recipients of supply/demand reports in 1982. In Wyoming, for example, the Division of Vocational Education, the State Advisory Council on Vocational Education and SOICC co-sponsored a series of two-day workshops on the use of supply and demand information in planning. Pennsylvania SOICC ran several special workshops for vocational educators, and Arizona did extensive training with both vocational education and CETA planners to introduce its newly published OIS users manual.

SOICCs also conducted new research or developed innovative services to aid vocational education and job training staff. One that has captured international headlines in recent months was a study commissioned by Michigan SOICC to shed some light on the future growth and impact of the robotics industry in Michigan. Findings of the study, conducted by the W.E. Upjohn Institute for Employment and Research, were reported in the Wall Street Journal, New York Times, Business Week and other national publications. It generated attention on Capitol Hill and three continents. Inquiries came in from as far away as Great Britain, Sweden, France and Australia.

New Mexico SOICC cooperated with other State agencies to determine the kinds of skills and training needed for job opportunities in the energy industries. Information acquired in the effort was presented at an Energy Occupations Meeting for program administrators and planners in the State.

In California, where school districts have a high degree of local autonomy, SOICC produced a guide to help local planners incorporate occupational information into the planning process. The guide offers simple suggestions on how to make use of data already available at the local level and how to develop supplementary information at minimal cost for analyses in planning. It will be introduced at special workshops beginning in 1983.

Figure 1



*States developing CIDS with developmental grants from:

Labor Department	NOICC FY 80		NOICC FY 81
Alabama	Alaska	Maine	Idaho
Colorado	Arizona	Maryland	Montana
Michigan	Connecticut	Nebraska	New Jersey
Minnesota	Delaware	New York	Vermont
Ohio	Florida	North Carolina	Virginia
Oregon	Georgia	South Carolina	Wyoming
Washington	Hawaii		
Wisconsin	Iowa		
	Kansas		

Without Federal development grants:

Arkansas	Indiana	Oklahoma
District of Columbia	New Mexico	South Dakota
Illinois	North Dakota	Texas

4

MEETING NEEDS OF YOUTH: CAREER INFORMATION DELIVERY

NETWORK OFFERS HELP WITH JOB DECISIONS AND CAREER TRANSITIONS

At one time or another, most people face a need for timely, accurate and relevant occupational and educational information for making career-related decisions. Such information helps them make smoother transitions at key points during their lives--for example, when they leave school to start work, change careers, or return to the labor force after an absence. The NOICC/SOICC Network has been especially responsive in providing information to help individuals, especially the young, with job and career decisions. During 1982, the Network reached thousands of individuals through its various efforts.

STATEWIDE SYSTEMS SERVE DIVERSE USERS

NOICC continued to support the development of statewide career information delivery systems (CIDS). With first-year incentive funds from NOICC, six new States started systems, joining 15 that had received NOICC developmental grants in 1979 and nine funded earlier by the Labor Department. In addition, nine States have started systems without Federal grants.

By the end of 1982, State CIDS were serving nearly 10,000 institutional sites in 38 States (shown in Figure 1). Nearly 75 percent were in secondary schools. The others were located in vocational technical centers, community colleges, vocational rehabilitation centers, correctional institutions, employment service offices and libraries. Microcomputers became an increasingly popular means of delivery. Other modes included on-line computers, hardcopy materials, needlesort, microfiche and hotlines.

Several States adopted existing career information delivery systems from other States. For example, cooperation with the Michigan Occupational Information System (MOIS) enabled both Arkansas and Virginia to adopt MOIS for their statewide CIDS. Puerto Rico and Kansas began development of a Spanish version of Kansas Careers for a Puerto Rico system. Hawaii continued to assist American Samoa and the Northern Mariana Islands with CIDS development, using Career Kokua as a model.

While the majority of State career information delivery sites are in secondary schools, systems are serving a diversity of users. In a growing number of States, the CIDS is used to help the unemployed. For example, at least nine States have added Job Bank files to their career

information delivery systems. Among them are CIDS in Alabama, Arizona, Connecticut, Florida, Hawaii, Maine, North Carolina, South Carolina and Vermont. The District of Columbia plans to add Job Bank in 1983.

Increasingly, State CIDS are becoming a resource to aid displaced workers and other long-term unemployed. In Delaware, for example, the SOICC has prepared a briefing memorandum for State Displaced Worker Project staff to explain the many ways CIDS can be used in helping displaced workers make the transition to new jobs and careers.

Michigan's State director of education called the CIDS "a program that ties people directly to jobs. MOIS, in times of high unemployment, is more important than ever." A General Motors vice president agreed, calling MOIS "one of the best information services in existence."

In North Carolina, CIDS also helped the employed, as part of a career development program for State employees. The experiment was initiated to see whether using the system would have any impact on the career satisfaction or upward mobility of State employees. According to an interim report by the State personnel office, 96 percent of the participants felt the counseling session was worth their time and effort; 89 percent wanted to use the system again, and 62 percent planned to follow up on suggestions they received during the session.

In its Job-Related Physical Capacities research project for NOICC, the Florida Committee developed an approach that enables physically limited individuals to compare their physical capacities with the requirements of 100-plus occupations. The system includes a manual for determining ways of overcoming a specific limitation. With funding from the State Division of Vocational Education, the SOICC system is being put on microcomputer, microfiche and in hardcopy format and will become a part of Florida VIEW.

NOICC REPORT PRESENTS MORE FACTS AND FIGURES

NOICC issued a comprehensive report on State career information delivery systems, including profiles of the 38 operating systems, in August 1982. It presents the history, legislative mandates, objectives and standards of State CIDS and describes the status of the program at that time. The profiles include information on staff, software used, delivery modes, number of sites, information files (both available and planned) and sources of revenue.

NOICC distributed copies to its Network and submitted the document to the ERIC Clearinghouse on Adult, Career and Vocational Education, from which it is now available. State profiles are incorporated and updated in the NOICC/SOICC Directory.

Table A (next page) lists States that have received CIDS grants from NOICC. It also includes sources of funding in FY 1982.

Table A

NOICC-FUNDED CAREER INFORMATION DELIVERY SYSTEMS

Incentive Grant Awards by State
and
Sources of Funding for Fiscal Year 1982 Only
(Dollar amounts in thousands)

	Incentive Grants from NOICC	Sources of Funds in FY 1982 Only		
	Total Amount	NOICC	State Funds*	User Fees
Alaska	$ 277.5	$ --	$ 262.5**	$ 125.0
Arizona	334.5	40.0	120.5	38.5
Connecticut	334.5	40.0	245.0	
Delaware	334.0	68.0	115.0	
Florida	294.0	34.5	144.0	433.5
Georgia	332.5	40.0	92.0	60.0
Hawaii	256.0	155.0	397.0**	66.0
† Idaho	78.5	78.5	160.0	
Iowa	334.2	119.0	266.0	30.0
Kansas	335.5	47.0	48.0	45.0
Maine	274.2	40.0	85.0	60.0
Maryland	320.2	150.0	132.5	
† Montana	97.0	97.0	58.0	19.0
Nebraska	209.7	84.0	70.0	40.0
† New Jersey	150.0	150.0	139.0	
New York	293.5	69.0	135.0	
North Carolina	332.5	40.0	42.0	240.0
South Carolina	323.8	40.0	120.0	98.0
† Vermont	73.0	73.0	103.5	
† Virginia	150.0	150.0	246.5	
† Wyoming	70.0	70.0	4.0	25.0
Total	$5,205.3	$1,585.0	$2,985.5	$1,280.0

† These States received one-year developmental grants for FY 82. Funding for a second year has been approved for FY 83. The other 15 States received two-year developmental grants in December, 1979. Nine of these States were awarded $40,000 supplements in FY 82.

* Includes both State and Federal funds controlled by the State. Of the total funds contributed, some $879,000 were from Vocational Education, $835,000 from CETA, and $341,000 from SOICC basic assistance grants.

** State legislatures in Alaska and Hawaii awarded funds to CIDS in FY 82. Alaska received $160,000 from the legislature, and Hawaii received $272,000.

COOPERATIVE PROJECT IMPROVES
CAREER DECISION MAKING
THROUGH COUNSELOR TRAINING

Twenty-three SOICCs conducted inservice training for counselors in the use of career and labor market information during a second round of the Improve Career Decision Making (ICDM) Project. With funds from the Employment and Training Administration (ETA) and the Department of Defense, NOICC awarded grants of up to $20,000 to 18 State Committees. ETA gave each Employment Security agency an additional $10,000 to prepare special labor market information materials for counselors to use with students and job seekers. Five SOICCs conducted the training without ICDM grants.

Table B

States Conducting Inservice ICDM Training in 1982

With a NOICC Grant		Without a NOICC Grant
Colorado	Minnesota	Louisiana
Connecticut	Missouri	New Mexico
Illinois	Montana	Oklahoma
Iowa	New Hampshire	Texas
Kansas	North Carolina	Wisconsin
Maine	Oregon*	
Maryland	Rhode Island	
Massachusetts	Utah	
Michigan	Washington	

* Oregon was awarded a grant, but could not accept it because of State restrictions. They carried out the project on their own.

Approximately 2,000 counselors from secondary schools, CETA programs, job service and vocational rehabilitation agencies participated in the ICDM training sessions. The national curriculum, developed during the pilot project in 1981, was revised for use in 1982, and two national train-the-trainer sessions were held for State ICDM teams.

Initiated by ETA in 1980, the ICDM project has generated widespread interest and support. Its success has led to two new efforts for 1983. An ICDM Preservice Project, funded by the Defense Department, is producing curriculum materials for counselor educators to use in preparatory programs and courses in counseling. The project includes a resource panel of professional educators from seven universities; representatives from State Departments of Education, State Job Services, SOICCs, NOICC and the Employment and Training Administration, and a career and vocational education consultant.

The second new project, funded by NOICC and the Rehabilitation Services Administration, is designing special case studies for use in training vocational rehabilitation counselors.

In addition, nine states have received ICDM competitive grants for inservice training in 1983, funded primarily by ETA. Nineteen SOICCs are planning to conduct inservice training without a Federal grant in 1983. Among them are two of the States that piloted ICDM sessions in 1981: Wisconsin will run sessions for its third year, and Arizona for its second.

MATERIALS HELP TEACHERS USE BASIC RESOURCE ON WORLD OF WORK

More than fifty distinguished educators and occupational information specialists participated in developing materials to help teachers build fundamental concepts about the world of work into their classroom instruction. Produced in the first year of the National Career Education Infusion Project, the materials will help elementary and secondary school teachers incorporate concepts and information in the Occupational Outlook Handbook into the basic curriculum. The Handbook is used as the principal resource because it is commonly available and updated regularly.

Designed in response to the National Career Education Incentive Act, the project is a cooperative effort of NOICC and the Departments of Education, Labor and Defense. New York SOICC is carrying out the work through subcontracts with their State Department of Education and the National Center for Research in Vocational Education. Now in its second year, the project is field testing and revising the materials and developing plans for their dissemination.

SOICCS ACTIVE IN SPREADING WORD ABOUT OPPORTUNITIES

In addition to CIDS and ICDM activities, State Committees participated in other efforts to meet the career information needs of youth. Committees in 37 States contributed to the publication of job search booklets, occupational briefs and career tabloids and to the operation of statewide career fairs, local career resource centers and hotlines.

Connecticut SOICC and its Education and Employment Information Center undertook a special Job Links project funded by the Connecticut State Board of Education. Its purpose is to create a regional network of job counseling, placement and support service agencies and to disseminate information on existing services, especially the State Job Service.

Maine, West Virginia and Vermont SOICCs started various kinds of career resource centers during 1982 to provide schools and agencies with multi-media career information. The Maine center is used as the training site for CIDS and OIS users. The West Virginia centers have a computerized career information system as their focal point. Vermont's resource library includes a "loaner" micro-CIDS in its collection.

Tennessee SOICC's efforts expanded the career information project of an educational cooperative to eleven school systems, two Employment Service offices and two college campuses. New Hampshire SOICC financed the purchase of 10 computer-based career information systems in 1982. They were placed in various agencies throughout the State, with additional components available from a college learning resource center. The SOICC also continued its support for New Hampshire Learning Line, an occupational/educational/financial aid telephone hotline.

Massachusetts SOICC (through the Bay State Skills Corporation) established a similar learning line. Kentucky SOICC contributed to the operation of a multi-agency education-career information center by providing information via a toll-free line and coordinating data gathering for the center.

TABLOIDS, MAGAZINES HELP THOUSANDS LEARN ABOUT CAREERS, TRAINING

At least a dozen States reached thousands of residents with State-specific career and training information published in inexpensive tabloid newspapers. Some were SOICC-sponsored; others were produced by a variety of agencies. Among States that have produced tabloids are Delaware, Florida, Georgia, Guam, Hawaii, Iowa, Michigan, Nevada, North Carolina, Oregon, South Carolina and South Dakota.

South Carolina and Vermont SOICCs provided free career information to thousands of students via "18 Almanac." The magazine is an economical vehicle for reaching large numbers of young people in areas not yet served by computerized CIDS. In 1983, Kentucky is piloting a similar project, co-sponsored by the First National Bank of Louisville. It will provide the magazine to 11,000 individuals in Jefferson County.

5

IMPROVING COMMUNICATION & COORDINATION: SOME HIGHLIGHTS

NETWORK ACHIEVEMENTS DEPEND ON COOPERATION OF DATA PRODUCERS AND USERS

Activities throughout the NOICC/SOICC Network in 1982 reflect continuing effort to improve communication and coordination among producers and users of occupational information. Both the National and State Committees have encouraged broad participation and closer coordination by expanding their membership beyond the Statutory agencies. They also have formed technical advisory groups and ad hoc committees to provide guidance and expertise for specific projects. Nearly every accomplishment described in this report depended on cooperation or support from member agencies and other groups.

For NOICC, 1982 saw the development of "a real working partnership with vocational education." This was noted by the Director of Vocational Education Services, Office of Vocational and Adult Education, at the SOICC Conference in April. That partnership has become even stronger during the past year as NOICC and Vocational Education staff collaborated on materials and training for State and Federal agency staff.

Development of the Third Edition of Vocational Preparation and Occupations is another notable example of interagency cooperation. It involved the participation of national and State experts in vocational education and occupational analysis.

Joint efforts of the Departments of Defense, Education and Labor resulted in new projects to address the goals of the NOICC/DoD military/civilian occupational information task force. They also resulted in increased support for inservice training and expanded activities in the ICDM project.

NOICC sought expert advice and wide representation of views in the development of Statewide career information delivery systems, through an ad hoc national CIDS advisory group, and in the implementation of State occupational information systems for program planning, through an ad hoc national OIS resource committee. Similar panels are providing guidance for NOICC projects in career education and counselor training.

NOICC and SOICC staff continued to participate in other agencies' projects and advisory groups, among them: a national task force on the Occupational Employment Statistics program, a national committee on occupations in agriculture and agribusiness, and the advisory group for the National Center for Education Statistics' project to redesign postsecondary school surveys.

During 1982, three major guidance associations reviewed and disseminated findings of a NOICC-funded survey of career information resources in secondary schools. The study was commissioned by the National Institute of Education (NIE) and conducted by the Educational Testing Service (ETS) in 1981.

The National Vocational Guidance Association, the Guidance Division of the American Vocational Association and the Association of Counselor Education and Supervision reported major findings of interest to their membership in special newsletters. The reports identified implications for career guidance programs, practitioners and settings, and recommended ways of improving the delivery of career information in secondary schools. NIE funding enabled the associations to carry out their review. As a result, thousands of newsletters were distributed, and each organization discussed the study at its annual conference.

A similar activity by the National Council of La Raza (NCLR) focused on improving career information and career education programs for Hispanic youth. After examining relevant findings of the ETS study and sharing them with NCLR's Education Network, the Council surveyed and reported on career information programs of its affiliated community organizations.

NOICC FOSTERS NETWORK EXCHANGE OF RESEARCH, EXPERTISE

To encourage the exchange of technical information and expertise among State Committees, NOICC extended a grant to the Florida SOICC for operation of the NOICC/SOICC Information Service (NSIS). Established as an internal information service and resource bank in 1981, NSIS is an integral part of NOICC's communications effort.

During 1982, NSIS staff worked closely with NOICC to develop a single "data base" of standard information on SOICC activities. NSIS extracts the information from SOICC annual plans, semi-annual reports and other status reports to reduce reporting burdens for States and duplication of effort in obtaining necessary information on Network activities. Comprehensive information for each State is presented in a NOICC/SOICC Directory that is updated on a regular basis. SOICC activities in major categories are displayed in poster format as a key to the more detailed information in the Directory.

NSIS produced two special monographs in addition to the Directory in 1982. One was "The Status of Occupational Supply and Demand in the States: A Report for NOICC." It summarizes the findings of the 1979, 1981 and 1982 reviews of supply and demand information. The other was "Facts About Career Guidance and Information Delivery Programs." NSIS also prepared and distributed periodic calendars and annual subject and title indexes, with quarterly updates, for the NOICC/SOICC resource collection. By the end of 1982, the collection had grown to more than 700 documents; 500 were produced by NOICC or SOICCs, and the remainder by related agencies.

Another key activity in NOICC's communications and technical assistance programs is its annual SOICC Conference. Hosted by the Alabama SOICC, the fifth of these meetings was held in Huntsville in April 1982. The three-day conference was packed with keynote speeches on the future of occupational information systems, legislative updates, technical briefings on current research and development projects, and training in the preparation of supply/demand information. NOICC summarized and distributed highlights of the conference for SOICC members who were unable to attend.

NOICC continued to offer Federal agency staff special briefings on Network activities in its fifth annual spring symposium series. Two of the sessions focused on the development and use of occupational information in program planning, drawing on the OIS Handbook and the VPO. The third reported on the status of career information delivery systems and other programs concerned with vocational guidance and counselor training.

SOICCS CIRCULATE NEWS OF RESOURCES, SERVICES

To improve communication and coordination in their State, 49 SOICCs provided occupational information clearinghouse services in 1982. Committees in 35 States published and distributed newsletters to more than 45,000 data producers and users. Most States ran seminars, workshops or training events to increase awareness of available information, how it can be used, and what would improve its usefulness to people who need it. Many SOICCs also developed special projects or services to foster the exchange of information and avoid duplication of effort, for example:

Colorado SOICC is participating in a public/private sector partnership project to help employers use available vocational training resources in the State. The service began with a publication and has evolved into a central, computerized information system. Tailored to business and industry needs, the service responds to employers' requests for information on training. If workers are needed, employers are put in touch with existing programs that meet their needs or with persons who can arrange for special training at an appropriate institution.

Oregon's State Committee continued to assist local groups in developing procedures for conducting employer and community surveys. Their technical assistance includes a review and encourages the use of existing occupational and education data where possible. In Connecticut, the SOICC prepared a report on surveying local employers. It provides a history of employer surveys, reviews the literature on the topic and discusses reliability, validity and duplication issues. As part of the project, agencies that conduct employer surveys were surveyed and the results summarized. The report will be published in 1983.

South Carolina's Occupational Information System (SCOIS) started an economic newsline to help educators, planners, administrators and young people understand the State's labor market. It provides a general economic overview as well as statistics on employment, unemployment and the labor force in the State and the Nation. South Carolina data also is available by metropolitan area and county. The newsline is carried on SCOIS computer terminals throughout the State and is updated monthly by the research and analysis unit of the Employment Security Commission.

Another SCOIS communications service is an education newsline sent by electronic mail to local school districts. Offered in cooperation with the State Department of Education, it provides current information on exemplary programs in the State and trends in the national and State education scene. The weekly news reports are compiled by the department of education.

6

SOURCES OF FUNDING

MEMBER AGENCIES
CONTRIBUTED FUNDS
TO SUPPORT THE NETWORK

Federal funds for the NOICC/SOICC program, as specified in the legislation, are provided by the Departments of Education and Labor. In FY 1982, the Labor Department contributed $3.07 million and Education, $2.243 million in support. The Department of Defense also provided $1.057 million for specific NOICC activities in FY 1982 and 1983. Federal allocations since FY 1978 are presented in Table C (below).

Affiliated agencies at the State level also support SOICC activities with funds or in-kind contributions. In FY 1982, both Vocational Education and CETA contributed substantially to career information delivery systems and other SOICC projects. SOICCs, in turn, also supply funds or services to help member agencies carry out specific projects.

Table C

SOURCES OF FUNDING FOR NOICC
(Dollars in Thousands by Fiscal Year)

	1978	1979	1980	1981	1982
Labor Department	3000	4815	5000	5000	3000
Employment & Training*				95	70
Education Department	5000	5000	3012	3000	2243
Career Education*				100	
Department of Defense*					1057
TOTAL FUNDS CONTRIBUTED FOR FISCAL YEAR	8000	9815	8012	8195	6370

---

* In FY 1981, the Division of Career Education transferred $100,000 to NOICC for a joint project in response to the Career Education Incentive Act. The Employment and Training Administration transferred $95,000 in FY 1981 and $70,000 in FY 1982 for the Improve Career Decision Making (ICDM) Project.

In FY 1982, the Department of Defense transferred $270,000 for the ICDM Project and $784,331 for use in 1983 to provide second-year funding for five State career information delivery systems, an ICDM Preservice Project and a State OIS defense mobilization project. Special contributions for other years are not shown.

STATES GET
MAJOR SHARE
OF NOICC FUNDS

NOICC has made State Committee efforts a priority, allocating about 84 percent of its funds to the SOICCs. Since FY 1978, NOICC has allocated more than $31 million of its $40.4 million funding to State Committees. In FY 1982 alone, almost 88 percent of NOICC's funding was allocated to the SOICCs.

Only 5.1 percent of NOICC's total expenditures have been for management and administration of the National office.

NOICC awards grants on the basis of program priorities as well as need and availability of funds. It has supported State activities through three major grant programs:

1 SOICC Basic Assistance Grants provide annual funding to each State for two staff positions, basic operating expenses and program activities directed toward occupational information system development, implementation and training.

2 Career Information Delivery System Grants encourage the development of Statewide systems to provide occupational information for career guidance and career decision-making. Developmental grants are awarded on a competitive basis. Among the requirements, recipients must match Federal awards with money and auditable in-kind contributions from sources in their State.

3 Special Purpose Grants support specific projects that are national in scope. They are used primarily for: 1) developmental research; 2) technical assistance needed to implement the occupational information system, and 3) special training efforts such as the Improve Career Decision Making Project. The majority of these grants have been awarded to State Committees, usually on a competitive basis. NOICC also sponsors some Federal projects of this nature by transferring funds to other agencies or contracting with individuals or organizations in the private sector.

NOICC expenditures for each of the fiscal years from FY 1978 through FY 1982 are listed in Table D, on the following page.

Table D

NOICC EXPENDITURES
(Dollars in Thousands by Fiscal Year)

Expenditure For:	1978	1979	1980	1981	1982
STATE FUNDING					
Basic Assistance to SOICCs	1593	4892	5527	6483	4845
Special Attention to LMI Needs of Youth					
Career Information Delivery Systems			1880	2612	788
Other Activities			33	159	381
Occupational Information System/Coordination & Communication		816	680	391	344
TOTAL STATE FUNDING	1593	5708	8120	9645	6358
Percentage of Total Expenditures	66.9%	83.5%	81.4%	87.3%	87.9%
FEDERAL ACTIVITIES					
Federal Technical Assistance & Other Contracts	695	882	1350	872	325
Salaries & Expenses	94	249	502	527	551
TOTAL FOR FEDERAL ACTIVITIES	789	1131	1852	1399	876
Percentage of Total Expenditures	33.1%	16.5%	18.6%	12.7%	12.1%
TOTAL NOICC EXPENDITURES*	2382	6839	9972	11044	7234

---

* Obligations in any one year may exceed the funding provided by the Departments of Labor and Education because of carry-over from previous fiscal years.

SUMMING UP

Resources to support the mission of the NOICC/SOICC Network were reduced in Fiscal Year 1982, as reflected in the information on NOICC funding. Member agencies at both State and Federal levels were faced with smaller budgets and staff, as were both National and most State Committees. Some projects had to be postponed. Some needs could not be addressed.

Although funds and staff were limited, however, the Network reached many of its goals, as described in this report. Both National and State Committee members and staff found new sources of support -- for programs that have proven useful and successful -- and for promising new research and developmental work. State legislatures, other State and Federal agencies and private sector organizations contributed funds or in-kind services to help the Committees carry out their responsibilities.

State Committees and member agencies shared their ideas and expertise to help NOICC and other States build a better data base and delivery systems for program planning and career decision-making. These systems are still evolving, and Committees are working to eliminate weaknesses and make needed improvements. Nonetheless, thanks to the cooperation of a great many individuals and agencies, much has been accomplished in the effort to provide sound and useful occupational information to those whose work -- and working lives -- depend on it.

APPENDIX A

THE NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

TECHNICAL STEERING GROUP

Ludwin Branch
Deputy Director
United States Employment Service
Employment and Training Administration
U.S. Department of Labor

Ronald Kutscher
Associate Commissioner
Economic Growth and Employment Projections
Bureau of Labor Statistics
U.S. Department of Labor

Leroy A. Cornelsen
Director
Division of Vocational Education Services
Office of Vocational and Adult Education
U.S. Department of Education

Francis Corrigan
Assistant Administrator
Division of Post Secondary and Vocational Education Statistics
National Center for Education Statistics
U.S. Department of Education

STAFF

Russell B. Flanders, Executive Director

Richard Dempsey, Coordinator, Occupational Information System
Dixie Sommers, OIS Specialist
James Woods, OIS Specialist
John Van Zant, OIS Specialist
Billye Armstrong, Secretary

Norman McGough, Coordinator, State & Interagency Network
Valerie Lodewick, OIS Specialist
Beatrice O'Bryant, OIS Specialist
Walton Webb, OIS Specialist
Mary Alston, Secretary

Betty Nicholson, Administrative Officer
Opal Houston, Administrative Assistant
Mary Williams, Secretary

OFFICES

ADDRESS: 2100 M Street, N.W., Suite 156
Washington, D.C. 20037

TELEPHONE: 202/653-5665, 202/653-5671 or 202/653-7680

APPENDIX B

STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEES

ALABAMA SOICC	First Southern Bldg, Suite 402, 100 Commerce St, Montgomery, AL 36130
ALASKA SOICC	Pouch F - Juneau, AK 99811
AMERICAN SAMOA SOICC	Office of Manpower Resources, American Samoa Govt, Pago Pago, American Samoa 96799
ARIZONA SOICC	1535 West Jefferson, Room 225, Phoenix, AZ 85007
ARKANSAS SOICC	Post Office Box 2981, Little Rock, AR 72203
CALIFORNIA SOICC	830 K Street Mall, Room 128, c/o Dept of Rehabilitation, Sacramento, CA 95814
COLORADO SOICC	218 Centennial Bldg, 1313 Sherman St, Denver, CO 80203
CONNECTICUT SOICC	c/o Job Service, 90 Washington St, 1st Floor, Hartford, CT 06106
DELAWARE SOICC	Drummond Office Park Plaza, Suite 3303, Bldg 3, Newark, DE 19711
DISTRICT of COLUMBIA SOICC	500 C Street N.W., Room 207, Washington, DC 20001
FLORIDA SOICC	124 West Jefferson St, Tallahassee, FL 32301
GEORGIA SOICC	501 Pulliam Street, S.W., Suite 339, Atlanta, GA 30312
GUAM SOICC	Post Office Box 2817, Agana, Guam 96910
HAWAII SOICC	830 Punchbowl St, Room 315, Honolulu, HI 96813
IDAHO SOICC	Len B. Jordan Bldg, Room 301, 650 W. State St, Boise, ID 83720
ILLINOIS SOICC	217 East Monroe, Suite 203, Springfield, IL 62706
INDIANA SOICC	434 Illinois Bldg, 17 West Market St, Indianapolis, IN 46202
IOWA SOICC	523 East 12th Street, Des Moines, IA 50319
KANSAS SOICC	401 Topeka Avenue, Topeka, KA 66603
KENTUCKY SOICC	275 E. Main St, D.H.R. Bldg, 2nd Floor East, Frankfort, KY 40621
LOUISIANA SOICC	Post Office Box 44094, Baton Rouge, LA 70804
MAINE SOICC	State House Station 71, Augusta, ME 04333
MARYLAND SOICC	1123 N. Eutaw St, Suite 304, Baltimore, MD 21201
MASSACHUSETTS SOICC	101 Summer Street, 2nd Floor, Boston, MA 02110
MICHIGAN SOICC	309 N. Washington, Post Office Box 30015, Lansing, MI 48909
MINNESOTA SOICC	690 American Center Bldg, 150 East Kellogg Blvd, St. Paul, MN 55101
MISSISSIPPI SOICC	PO Box 771, Jackson, MS 39205
MISSOURI SOICC	421 East Dunklin Street, Jefferson City, MO 65101
MONTANA SOICC	Post Office Box 1728, Helena, MT 59624
NEBRASKA SOICC	538 Nebraska Hall, University of Nebraska, Lincoln, NE 68588-0560
NEVADA SOICC	601 Kinkead Bldg, 505 East King St, Carson City, NV 89710
NEW HAMPSHIRE SOICC	155 Manchester St, Post Office Box 1477, Concord, NH 03301

NEW JERSEY SOICC	New Jersey Dept of Labor, CN 056, Trenton, NJ 08625-0056
NEW MEXICO SOICC	Employment Security Dept, Post Office Box 1928, Albuquerque, NM 87103
NEW YORK SOICC	Bldg 12, State Office Building Campus, Albany, NY 12240
NORTH CAROLINA SOICC	Post Office Box 27625, Raleigh, NC 27611
NORTH DAKOTA SOICC	1000 East Divide Avenue, Post Office Box 1537, Bismarck, ND 58502
NORTHERN MARIANA ISLANDS SOICC	P O Box 149, Saipan, CM 96950
OHIO SOICC	Ohio Departments Bldg, 65 South Front St, Room 904, Columbus, OH 43215
OKLAHOMA SOICC	1500 West 7th St, Stillwater, OK 74074
OREGON SOICC	875 Union Street, N.E., Salem, OR 97311
PENNSYLVANIA SOICC	Labor & Industry Bldg, Rm 1008, 7th & Forster Sts, Harrisburg, PA 17102
PUERTO RICO SOICC	Prudencio Rivera Martinez Bldg, 19th Floor, 505 Munoz Rivera Ave, Hato Rey, PR 00918
RHODE ISLAND SOICC	22 Hayes St, Room 109A, Providence, RI 02908
SOUTH CAROLINA SOICC	1550 Gadsden Street, Columbia, SC 29202
SOUTH DAKOTA SOICC	South Dakota Dept of Labor, 700 Illinois North, Pierre, SD 57501
TENNESSEE SOICC	512 Cordell Hull Bldg, Nashville, TN 37219
TEXAS SOICC	TEC Bldg, 15th & Congress, Room 526T, Austin, TX 78778
TRUST TERRITORY of the PACIFIC SOICC	Office of Planning & Statistics, Saipan, Mariana Islands 96950
UTAH SOICC	140 Social Hall Avenue, Salt Lake City, UT 84111
VERMONT SOICC	Post Office Box 488, Montpelier, VT 05602
VIRGINIA SOICC	Virginia Employment Commission, Post Office Box 1358, 703 East Main St, Richmond, VA 23211
VIRGIN ISLANDS SOICC	Dept of Education, P O Box 630, Charlotte Amalie, St. Thomas, VI 00801
WASHINGTON SOICC	212 Maple Park, Mail Stop KG - 11, Olympia, WA 98504
WEST VIRGINIA SOICC	1600 1/2 Washington St, East, Charleston, WV 25311
WISCONSIN SOICC	Educational Sciences Bldg, Room 952, 1025 West Johnson St, Madison, WI 53706
WYOMING SOICC	Occupational Information Program, Hathaway Bldg, 23rd & Capitol, Cheyenne, WY 82002

APPENDIX C

PUBLICATIONS PRODUCED BY NOICC

A Review of State Level Labor Supply/Demand Analysis for Program Planning and Career Decision-Making: Technical Issues in Relating and Presenting Supply/Demand Data (1982)
Classification Structures for Career Information (under revision)
Feasibility Study for a Project on Improvement of Occupational Information (1979)
Forming Units of Analysis: Workshop Training Materials (1983)
Framework for Developing an Occupational Information System (1979)
Guide to Forming Units of Analysis (1982)
Highlights of the NOICC/SOICC Network's Annual Conference, April 1982
Information Preparation Guide for the Maine OIS (1982)
*Long-Range Plan for OIS Development and Implementation
Major NOICC/SOICC Accomplishments (Congressional Testimony, August, 1982)

NOICC Administrative Reports Series:
1 - Analysis of the SOICC's Annual Basic Assistance Grant Modifications and Program Plans, February 1980
2 - Annual Summary of State Occupational Information Coordinating Committee Activities in Fiscal Year 1979, April 1980
3 - Status of Occupational Supply and Demand Information, May 1980
4 - A Review of Employer Forecasting Methods and Data by Odessa Dubinsky
5 - The Status of the NOICC/SOICC Network, September 30, 1980
6 - The Status of the NOICC/SOICC Network, September 30, 1981

*NOICC Newsletter
NOICC-Related Activities: A Review of Federal Programs (1979)
OES Survey Classification Structure (Revised Admin. Memo 82-11)
Occupational Information System Handbook (1981)
Volume 1: Occupational Information Development
Volume 2: Occupational Information Analysis, Presentation and Delivery
*Volume 3: Technical Addendum
OIS Handbook: Executive Summary
OIS Handbook Training Package (1981)
Role of an OIS in Career Guidance and Counseling (1981)
SOICC Director's Guide (under revision)
Status of Statewide Career Information Delivery Systems, August 1982
*Vocational Preparation and Occupations, 1980 Edition
Vocational Preparation and Occupations, Third Edition (1982)
VPO Training Package (1983)

* No longer available

RESOURCES SPONSORED BY NOICC

Alternative Methods for Collecting Follow-Up Information About Secondary Vocational Education Students (1982)
Analysis of State Experiences in Financing Statewide CIDS (1982)
An Introduction to Using an OIS: Reference for Program Planning (1983)
*BLS-Alternative Estimating Methods for Sub-State Area Occupational Employment (1981)
Career Information Delivery for Handicapped Individuals (1981)
Continued Federal Role in Financing and Supporting Statewide CIDS (1981)
*Data Needs and Uses in the Context of an OIS: Review of Literature (1981)
Estimating Occupational Supply Information from Federal Reports: Issues and Concerns (1981)
Improved Career Decision Making Through the Use of Labor Market Information (1982)
*Interfacing the SOC System with the OES System (1980)
Issues Related to Collection of Occupational Employment Data in Agriculture (1981)
National Student Follow-Up Workshop: A Background Paper (1981)
Occupational Area-Specific Staffing Information System (OASIS):
Users Manual (1982)
Operations Manual (1982)
Systems Manual (1982)
Occupational Information and Vocational Education: A Concept Paper (1981)
Occupational Information Needs at the Federal Level (1981)
Occupational Information Needs at the State Level: An Empirical Study (1981)
Occupational Information Needs for CETA Prime Sponsors (1981)
OIS and the Employment Security System: A Need and Resources Assessment (1981)
OIS and Vocational Rehabilitation: A Concept Paper (1981)
Role of an OIS in Career Guidance and Counseling (1981)
Systematic Approach to Improving the Training Process in CIDS (1981)
The Feasibility of Collecting Labor Market Supply Data from Existing Records (1981)

* No longer available.

APPENDIX D

LEGISLATIVE CREATION AND STRUCTURE OF NOICC

Congress included in the Education Amendments of 1976 (Public Law 94-482) the creation of the National Occupational Information Coordinating Committee to develop and implement an occupational information system at the Federal, State and local levels. State Occupational Information Coordinating Committees were called for to implement the system in the States. This mandate was reaffirmed and expanded in three succeeding pieces of legislation: The Youth Employment and Demonstration Projects Act of 1977 (P.L. 95-93), the Career Education Incentive Act (P.L. 95-207), and the Comprehensive Employment and Training Amendments of 1978 (P.L. 95-524).

The following officials were named in the Education Amendments as members of this National Committee:

- Commissioner of Education (USOE)[1]
- Administrator of the National Center for Education Statistics (NCES)[1]
- Assistant Secretary for Employment and Training (ETA)
- Commissioner of Labor Statistics (BLS)

Legislative Mandates

Both the Education Amendments of 1976 and the Comprehensive Employment and Training Act (CETA) Amendments of 1978 gave specific program mandates to NOICC. These mandates are:

1. To improve coordination between, and communication among, vocational education and CETA administrators and program planners, research personnel, employment security agency administrators and employment and training planning and administering agencies at Federal, State and local levels in the use of program data and employment data.

---

[1] The Office of Education and the National Center for Education Statistics were part of the Department of Health, Education and Welfare when the law was enacted. These functions have been transferred to the Department of Education. The Assistant Secretary for Vocational and Adult Education now is a member of the National Committee.

2. To develop and implement an occupational information system (OIS) that shall:

    a. Meet the common occupational information needs of vocational and employment training program planners and administrators at the Federal, State and local levels;

    b. Include information on occupational supply and occupational demand; and

    c. Be based on uniform definitions, standardized estimating procedures and standardized occupational classifications.

3. To give special attention to the labor market information needs of youth.

4. To assist the State Occupational Information Coordinating Committees.

To support the activities of NOICC, the Education Amendments of 1976 directed the Commissioner of Education to transfer not less than $3 million nor more than $5 million to NOICC. Similarly, the CETA Amendments directed the Secretary of Labor to transfer to NOICC not less than $3 million nor more than $5 million from CETA Title III funds.

In addition to its legislative mandates, the role of NOICC was further expanded by the Career Education Incentive Act of 1977. This Act directs the Commissioner of Education to consult with NOICC in examining "the occupational information needs of individuals and organizations eligible for participation in programs assisted by this Act" and to "furnish information to interested parties of Federal programs which gather, analyze, and disseminate occupational and career information" as well as on exemplary career education programs. To support this information program, the Act permits the Commissioner of Education to reserve for this purpose a specified percentage of the funds appropriated to carry out this Act.

The Job Training Partnership Act of 1982 (P.L. 97-300), which was passed in October of that year, will expand NOICC's membership as well as its mandates in Fiscal Year 1984.

APPENDIX E

NOICC ORGANIZATION AND OPERATING ARRANGEMENTS

In March, 1977, the Federal agencies represented by the four statutory members of the National Occupational Information Coordinating Committee (NOICC) entered into an Interagency Agreement to establish the NOICC as an operating entity. This Agreement was revised in January 1978, to incorporate the additional legislative mandates assigned to NOICC by the Youth Employment and Demonstration Projects Act of 1977. The revised Interagency Agreement was published in the Federal Register on February 7, 1978.

Citing NOICC's legislative mandates, the Interagency agreement specifies the goals toward which NOICC is to direct its efforts, the responsibility of NOICC to assist each State Occupational Information Coordinating Committee (SOICC), the kinds of activities for which NOICC will use funds and the procedures to be used in estimating and requesting funds to support NOICC's activities.

The Interagency Agreement also establishes NOICC's Technical Steering Group, comprised of one person from the staff of each NOICC statutory member and, by invitation, a representative from the Rehabilitation Services Administration. Finally, the Interagency Agreement includes notice that Memoranda of Understanding among the four statutory members will be developed, as needed, to cover such areas as policy, staffing, administrative services and space for NOICC.

Two Memoranda of Understanding have been developed and signed by the statutory members to provide more specific guidance for NOICC's operations. The provision of these memoranda are summarized below:

The Department of Labor is responsible for providing:

- One-half the positions allocated to NOICC;
- Personnel services;
- Budget, accounting and similar fiscal agent services; and
- Audits of NOICC's grants and contracts.

The Office of Education is responsible for providing:

- One-half the staff positions allocated to NOICC;
- Office space for NOICC staff; and
- Communication services including, but not limited to, telephone services and routine reproduction.

The Technical Steering Group is delegated the authority and responsibility to:

- Determine the amount of funds necessary to carry out NOICC activities each fiscal year;
- Establish procedures for, review and approve an annual expenditure plan for the disbursement of all NOICC funds;
- Serve as a review board for sole source grants or contracts in excess of $10,000;
- Select, by majority vote, all NOICC professional staff positions GS-14 and below and submit recommendations to the statutory members on selection of the NOICC's Executive Director and principal coordinator(s);
- Review annually the NOICC organizational makeup and staffing complement and recommend necessary changes;
- Establish policy guidelines for the NOICC; and
- Identify conflicting policy issues among participating agencies and forward such issues to the statutory members.

The NOICC Executive Director is delegated the authority and responsibility to:

- Serve as the NOICC allottee;
- Serve as the NOICC Contracting and Granting Officer;
- Implement the approved annual expenditure plan;
- Approve all expenditures as the administrative officer of NOICC; and
- Select all non-professional NOICC staff and submit recommendations to the TSG on selection of professional NOICC staff.

APPENDIX F

CREATION AND STRUCTURE OF THE SOICCS

One of the initial priorities of the National Occupational Information Coordinating Committee was to secure the formal establishment of a State Occupational Information Coordinating Committee (SOICC) in each State and to provide the assistance needed for the SOICCs to begin operations.

Membership of all SOICCs is comprised of representatives of at least the four statutory agencies called for in the Education Amendments of 1976. These agencies are: The State Board administering Vocational Education; the State Manpower Services Council (now the Employment and Training Council); the Employment Security Agency; and the agency administering the vocational rehabilitation program.

To further the cooperative relationships essential to their mission and to broaden the expertise available to SOICC operations, however, at least one-fourth of the SOICCs have extended the membership of their Committee. Non-statutory members of the SOICCs, or members of advisory or technical panels, include representatives of such agencies and organizations as: Office of the Governor, State Social Security Administration, Private Industry Councils, State Budget Office, State Planning Office, State Board of Higher Education and Postsecondary Education Commission, State Advisory Council on Vocational Education, Proprietary Schools, Private Employers, Organized Labor, State Economic Development Offices, and State Libraries.

To establish each SOICC, NOICC required that two documents be prepared and signed: a NOICC/SOICC Agreement and an Interagency Agreement of the four statutory SOICC agencies. The NOICC/SOICC Agreement establishes the legal relationship between the national and State Committees with respect to basic responsibilities and assurances. It also specifies the agency to serve as the fiscal agent of the SOICC. The State Interagency Agreement delineates the purpose of the SOICC, its membership, its fiscal agent, and the general procedures for SOICC operations. In several States, the Interagency Agreement has been augmented by an Executive Order of the Governor or by State legislation.

After these documents were completed, each SOICC was required to submit, for NOICC approval, a narrative annual plan and a program budget request. When these items were approved, the SOICC received Part A Funds of its Basic Assistance Grant. Part A funds were intended to provide leadership staff for the SOICC; i.e., to provide for a SOICC Director and one support staff person.

After a SOICC Director was hired, the SOICC could request Part B funds of its Basic Assistance Grant. Part B funds were distributed on a formula basis for use by SOICCs at their discretion, within the mandates of the law. Principally, these funds were intended for occupational information system implementation and training activities.

In addition to their Basic Assistance grants, many SOICCs have acquired funds from non-NOICC sources. The most often reported source of additional SOICC funding is the Governor's Manpower Services Grant (both the Governor's four percent set aside and the four percent youth program set aside monies) under the Comprehensive Employment and Training Act. Other sources of SOICC funding have included CETA Youth funds, Educational Information Center funds, special grants from Federal and State agencies, State legislative appropriations and Vocational Education funds. Nearly all SOICCs have received in-kind contributions from their member agencies, as well.

APPENDIX G

NOICC PROGRAM POLICIES

Although the need for a single standardized system for the collection, analysis and dissemination of occupational information has been widely recognized for some time, no detailed description of the structure or content of such a system had been developed prior to the establishment of NOICC. Consequently, NOICC has taken a leadership role in developing the concept of an OIS in its full scope and detail. The OIS is designed so the information base is standard among all States and no new data collection efforts are necessary; the OIS will be implemented through the SOICCs.

NOICC's initial demonstration of leadership in developing an OIS was the adoption of several basic policies originally published in the Federal Register, July 19, 1978, and later revised in the Federal Register, December 12, 1979. The policies are:

- NOICC will not be a primary data collection agency but shall coordinate such efforts principally among its member agencies.
- NOICC adopts the Standard Occupational Classification (SOC) system of the Office of Federal Statistical Policy and Standards, U.S. Office of Management and Budget, as a standard overall classification system.
- NOICC adopts the Occupational Employment Statistics (OES) program of the Department of Labor as the standard principal source of current and projected occupational employment data at the local, State and national level.
- NOICC, in development of the occupational supply model of the OIS, will utilize the data and information available from the following sources:
  - Employment and Training Administration's data reporting systems, e.g., the Employment Security Automated Reporting System (ESARS).
  - State Employment Security Agency programs, i.e., Employment Service (ES) and Unemployment Insurance Service (UIS).
  - Rehabilitation Services Administration's Case Service Report System (CSRS).
  - National Center for Education Statistics' data reporting systems, e.g., Vocational Education Data Systems (VEDS) and Noncollegiate Post-secondary School Survey (NPSS).

- NOICC encourages the implementation of a Statewide career information system for the delivery of occupational and education information used for career choice and job search purposes. The information used in these systems should be obtained from the OIS to the maximum possible extent. NOICC's concept for the development of these systems is based on the career information system demonstration program of the Department of Labor.

- NOICC adopts the labor market area concept, as defined by the Department of Labor, as the basic geographic subdivision for the development and use of occupational information.

These policies serve as the foundation upon which the OIS development and implementation activities of the NOICC and the SOICCs are built. The policies also make clear that NOICC does not function as a data collecting agency since such functions are appropriately performed by other agencies. Instead, the kinds of functions NOICC performs to achieve its legislative mandates include:

- Serving as a coordinating entity for the NOICC/SOICC Network and for the Federal agencies having responsibility for OIS-related data programs or activities. NOICC's coordinative activities involve encouraging the adoption of OIS standards, requesting and supporting system modifications when necessary and acting to prevent duplication. The SOICCs perform a similar function at the State level.

- Allocating funds to support the activities and efforts of the SOICCs; additional funds are provided to other appropriate agencies or organizations for OIS-related projects that are national in scope. NOICC's grant management function includes monitoring the progress and results of the activities and projects it funds.

- Providing technical assistance to the SOICCs and to other agencies or organizations engaged in OIS-related activities. Part of this function is fulfilled by developing materials and sponsoring training sessions on OIS design/development/implementation and in the use of occupational information.